



LIBERTY ELEMENTARY

251 North Hillcrest Street
Liberty, SC 29657

GRADES K-4 Elementary School

ENROLLMENT 822 Students

PRINCIPAL Connie M. McDowell 864-855-3520

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	63	19	0	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

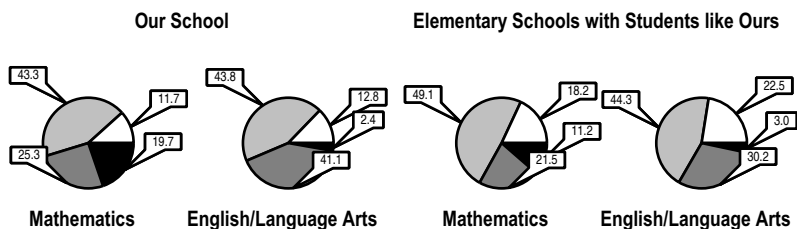
FOR MORE INFORMATION, VISIT WEBSITES AT:




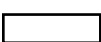
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Excellent	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	59	153	124
Percent satisfied with learning environment	100.0%	90.1%	93.5%
Percent satisfied with social and physical environment	100.0%	92.1%	76.9%
Percent satisfied with home-school relations	88.1%	93.4%	90.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	317	99.1	12.8	43.8	41.1	2.4	43.4	17.6
Gender								
Male	150	99.3	17.7	44.0	37.6	0.7	38.3	17.6
Female	167	98.8	8.3	43.6	44.2	3.8	48.1	17.6
Racial/Ethnic Group								
White	297	99.0	12.5	43.8	41.3	2.5	43.8	17.6
African-American	17	100.0	23.1	46.2	30.8	N/A	30.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	261	98.9	7.1	43.1	47.3	2.5	49.8	17.6
Disabled	56	100.0	36.2	46.6	15.5	1.7	17.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	317	99.1	12.8	43.8	41.1	2.4	43.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	317	99.1	12.8	43.8	41.1	2.4	43.4	17.6
Socio-Economic Status								
Subsidized meals	159	99.4	14.7	49.0	35.0	1.4	36.4	17.6
Full-pay meals	158	98.7	11.0	39.0	46.8	3.2	50.0	17.6

Mathematics								
All students	317	100.0	11.7	43.3	25.3	19.7	45.0	15.5
Gender								
Male	150	100.0	12.0	44.4	25.4	18.3	43.7	15.5
Female	167	100.0	11.4	42.4	25.3	20.9	46.2	15.5
Racial/Ethnic Group								
White	297	100.0	10.6	43.7	26.1	19.7	45.8	15.5
African-American	17	100.0	30.8	38.5	7.7	23.1	30.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	261	100.0	7.9	40.9	28.9	22.3	51.2	15.5
Disabled	56	100.0	27.6	53.4	10.3	8.6	19.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	317	100.0	11.7	43.3	25.3	19.7	45.0	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	317	100.0	11.7	43.3	25.3	19.7	45.0	15.5
Socio-Economic Status								
Subsidized meals	159	100.0	16.0	47.9	23.6	12.5	36.1	15.5
Full-pay meals	158	100.0	7.7	39.1	26.9	26.3	53.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	152	N/A	11.3	37.1	48.3	3.3	51.7
	Grade 4	150	N/A	17.3	35.3	42.0	5.3	47.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	147	98.0	12.4	42.3	43.1	2.2	45.3
	Grade 4	170	100.0	13.1	45.0	39.4	2.5	41.9
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	152	N/A	19.2	41.1	23.2	16.6	39.7
	Grade 4	150	N/A	13.3	36.0	27.3	23.3	50.7
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	147	100.0	15.0	44.3	24.3	16.4	40.7
	Grade 4	170	100.0	8.8	42.5	26.3	22.5	48.8
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 822)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.2%	Up from 4.0%	2.7%	2.4%
Attendance rate	96.1%	Down from 96.6%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	13.3%	Down from 15.5%	16.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.1%	Down from 8.0%	8.6%	8.0%
Older than usual for grade	0.5%	Down from 0.6%	0.9%	1.1%
Suspended or expelled	0.1%	No change	0.0%	0.0%

Teachers (n= 59)				
Teachers with advanced degrees	44.1%	No change	49.0%	50.0%
Continuing contract teachers	91.5%	Down from 93.2%	87.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.4%	Up from 91.9%	88.2%	86.2%
Teacher attendance rate	95.0%	Down from 95.1%	95.3%	95.3%
Average teacher salary	\$39,638	Up 2.2%	\$40,019	\$39,909
Prof. development days/teacher	9.0 days	Up from 8.4 days	11.3 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	19.7 to 1	Up from 19.6 to 1	19.0 to 1	18.9 to 1
Prime instructional time	90.3%	Down from 90.9%	90.0%	89.7%
Dollars spent per pupil*	\$5,589	Up 12.4%	\$5,820	\$5,892
Percent spent on teacher salaries*	65.0%	Up from 63.9%	65.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.2%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Liberty Elementary School, with its professional dedication to all children, is to nurture the desire to learn and provide a foundation for high academic achievement and life-long learning through quality education in a caring and safe environment. Liberty Elementary is a Title One school that serves 860 students in grades 4K through the fourth grade. We believe that a strong parent, teacher, and student relationship is an essential part of the mission of our school. Our PTA and School Improvement Council are an integral part of our total program. We have over 150 trained volunteers that assist the school with a variety of services and activities. Communication is enhanced through our Thursday folders and our school agendas.

The Liberty Elementary faculty is trained in many best practices. These practices include Project Read, Cunningham Four Blocks, Science HUB kits, Writing Initiatives, Vertical Mapping, and Technology training. We have three full-time Reading Recovery teachers who serve first grade students that qualify for the program. Classroom guidance is provided to all students on a regular basis. Computer classes are provided for students in grades one through four.

Liberty Elementary promotes a positive learning environment with incentives such as the Principal's Good Book, Principal Prize Tickets, Accelerated Reader Goal Setting, Attendance and Honor Roll recognition. Parent Write Night, Chorus presentations, a Talent Show, Artist-In-Residence, Student Council, School Crossing Guards, Flag Patrol, Youth Art Month, Accelerated Reading Program, and Reading Buddies are some of the programs offered for our students. Service Learning is emphasized, with over 1,459 hours logged in 2002-03. We also have a Book Nook for students to publish books they have written.

The teachers at Liberty recognize the need for, and participate in, many staff development activities. Some of these activities include mapping, technology training, curriculum standards workshops, writing staff development, and grade level curriculum planning.

We believe that our number one priority is our students. Liberty Elementary School offers a safe, child-centered learning environment, where all children can learn.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.